



**Baldwin Elementary School
School Improvement Plan 2017-
2019**

Revised 8/13/2017

School Improvement Team

Edna P. Coia, Principal – Chairman

Matthew J. Bergeron - Housemaster I

Lisa. A Schultz - Housemaster II

Pamela Cavros – Special Educator

Diane Treichler – Grade 1

Wendy Lapuc- Grade 1

Kristen Marshall - Grade 2

Ann Toole – Grade 2

Janet Desrosiers – Grade 3

Allison Mowrer – Grade 4

Gregory Clark - PE teacher

Yajaira Paulino de Alvarado- Parent

Student Representatives:

Friends of Baldwin

President: Edna P. Coia

1st Vice Presidents: Matthew Bergeron

Lisa Schultz

2nd Vice President: Yajaira Paulino

Helene Dion-Dufresne- Teacher, Member

Dorothy Ramos- Teacher Assistant, Member

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PART 1: GENERAL INFORMATION

Overview

Pawtucket Public Schools participate in the Title I Schoolwide Program, which gives schools greater latitude in organizing their resources and operations to support school improvement and improved student outcomes. As such, all schools are required to prepare school improvement plans. While PSD requires schools to prepare school improvement plans every two years, federal regulation requires schools to submit school improvement plans every year. The district simplifies this process by asking schools to prepare two-year plans instead of yearly plans, but schools must revisit and modify the plan at the end of the first year and prior to the start of the second year. In other words, schools will be asked to revise their plans between years 1 and 2.

The planning process is the first phase in a very important cycle of implementation effectiveness and performance monitoring. Pawtucket School Department has modified and streamlined the planning process to ensure that it is coherent, comprehensive, actionable, and results-oriented. The new school improvement plan (SIP) template is designed to provide a step-by-step, strategic approach to promote ongoing improvement district-wide. Through the planning process, school teams will:

1. Articulate the mission, vision and values of the school;
2. Provide a data profile and needs analysis;
3. Identify three to four SMART goals to address the prioritized areas of need;
4. List specific strategies and implementation milestones to achieve each goal.

Instructions

Review and follow all directions carefully when completing the SIP template. School administrators should collaborate with their Instructional Leadership Teams (ILT) to complete all sections of the SIP template and use the checklist located in the Appendix Section to review the completed plan.

Timeline and Key Dates

1. School teams attend SIP planning sessions	
2. School Teams/ Data teams do needs assessment	Ongoing
3. School teams submit SIP sections 1-4 to Central Office for review	May 28 th
4. Feedback is given to school teams if needed.	June 3 rd
4. School teams incorporate feedback and complete sections 5	June 3 rd - June 14 th
5. Schools submit a final draft SIP for approval	October 2017

PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Elizabeth Baldwin Elementary School		
School Address:	50 Whitman Street Pawtucket, RI 02860		
School Principal Name:	Dr. Edna P. Coia		
Classification (check one):	<input type="checkbox"/> SIG School <input checked="" type="checkbox"/> X Typical School <input type="checkbox"/> ESEA Waiver Warning School <input type="checkbox"/> ESEA Waiver Focus School <input type="checkbox"/> ESEA Waiver Priority School <input type="checkbox"/> None of the above		
ILT/SIT Member Names:	<ol style="list-style-type: none"> 1. Edna P. Coia, Principal 2. Matthew Bergeron, Housemaster - House 1 3. Lisa Schultz, Housemaster - House 2, Recorder 4. Gregory Clark - PE Teacher 5. Allison Mowrer- Grade 4 Teacher 6. Diane Treichler- Grade 1 Teacher 7. Janet Desrosiers- Grade 3 Teacher 8. Wendy Lapuc- Grade 1 Teacher 9. Kristen Marshall- Grade 2 Teacher 10. Pamela Cavros- Team Leader 11. Ann Toole- Grade 2 Teacher 		
Parent and Community Member Representatives:	Yajaira Paulino de Alvarado		
Superintendent :	Patricia DiCenso		
Superintendent 's Signature:	Patricia DiCenso	Date:	

School Principal Signature:	Edna P. Coia (signed on 8/20/17) Please see scanned document on the previous page.	Date:	8/20/17
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Section 2: Vision, Mission, and Values

Instructions: Using the space provided below, insert the school’s vision statement describing the school’s aspirations for the future. Insert the mission statement explaining the school’s driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What is the school’s **vision statement**?

The vision of Elizabeth Baldwin School is to create an environment where every individual in the learning community is responsible for the education and well-being of all its members. Members of the Baldwin community will exhibit high personal expectations and strong moral values to achieve the fullest potential so that they will be responsible and productive members of the community.

- School improvement is continuous.
- Every individual can learn.
- Every individual in the community has a responsibility for the education and well-being of its members. Our school is a community where honesty, responsibility, respect and caring are important and practiced by all.
- All children deserve to come to school ready to learn every day. High expectations and high standards for all learners result in higher achievement.

What is the school’s **mission statement**?

The mission of Elizabeth Baldwin School, a culturally diverse and multilingual community, working with its families and community members is to provide an equal opportunity for all students to compete and succeed in a global environment.

What are the school’s **core values**?

- High expectations and success for all (Elizabeth Baldwin School expects all stakeholders to be involved and active partners who think creatively and critically, exhibit responsibility, good learner qualities, and communicate effectively. We emphasize high academic expectations, implement a rigorous standards-based curriculum and assessment program and provide the necessary supports and resources for all to achieve their fullest potential.)
- High behavioral expectations – (Elizabeth Baldwin School expects all community members to take ownership of their own behavior by conforming to social norms, school and classroom rules, routines and procedures. All members will display respectful behavior toward one another to promote a peaceful, caring and safe environment. In all areas, students will follow the 3 R’s to show that they are Respectful, Responsible, and Ready to Learn.)
- An environment which fosters professional learning in a community setting (Elizabeth Baldwin School expects all community members to collaborate in an open and respectful manner. Members will support each other, exhibit honesty, give and accept critical feedback, and appreciate others’ strengths and weaknesses.)
- Our students, our families, our partners and our community (Elizabeth Baldwin School expects all community members to believe in the inherent dignity of all people. We value and appreciate the diversity of all our members, and celebrate the contributions of all.)

**Elizabeth Baldwin School
Home-School Compact**

As a cohesive energetic staff sharing expectations, our mission is to establish a safe school environment, inspire life-long learners, achieve academic excellence and help students grow socially and personally, by empowering students to compete and succeed in a global environment. To do this, we will implement best educational practices to meet or exceeded academic standards through continual professional development and reflective practice, maintaining a flexible and encouraging environment enabling children to value themselves and their abilities to contribute to the larger community.

Student Responsibilities	Parent Responsibilities	Teacher/Administration Responsibilities
Treat others with care and respect	Encourage care and respect for others	Treat each child and their family with care and respect
Persevere to produce best work	Support children as they persevere	Encourage students to persevere
Follow the 3 R's (Respect, Responsibility and Ready to Learn.	Encourage their children to follow the 3 R's (Respect, Responsibility, Ready to Learn)	Implement and reinforce the 3 R's (Respect, Responsibility, Ready to Learn)
Follow school and classroom rules	Promote rules that are both consistent at home and support school rules	Provide clearly defined rules
Ask for help when needed	Communicate questions and concerns to teachers as they arise	Respond promptly to parent questions and concerns as they arise. Respond to students' requests for help.
Arrive at school on time, ready to learn	Encourage good sleep and study habits so that students come to school every day on time, ready to learn. Regular school hours: 9:00 A.M to 3:10 PM	Provide quality teaching to current standards Come to school on time, ready to teach
Be responsible to deliver messages to parents regarding school activities, resources and services.	Attend scheduled Parent-Teacher Conferences and other school activities Provide and update accurate phone number, address, and emergency contacts	Schedule Parent-Teacher Conferences with each family. Inform parents of activities in school, resources and services in the community and status of their child in school
Complete classwork/homework	Monitor classwork and homework for effort and understanding. Sign papers needing signatures	Assign and check homework that reinforces daily lessons
Show parent or guardian work in the student folder	Look at, discuss and sign the work in the student folder	Send home student folder
Read! Read! Read!	Promote reading by reading with your child; encourage reading AR books	Provide appropriate books to encourage students to read for learning and pleasure (Accelerated Reader)
Practice Math Facts and IXL Math	Promote Math by practicing math facts and using IXL Math Program	Provide appropriate activities to promote practice of Math facts and IXL Math.

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ELIZABETH BALDWIN HOME-SCHOOL COMPACT

PLEASE SIGN AND RETURN THIS PORTION TO YOUR CHILD'S CLASSROOM TEACHER IMMEDIATELY.

CHILD'S NAME: _____ **GRADE:** _____

CLASSROOM TEACHER: _____ **ROOM NUMBER:** _____

Please Check: _____ House 1 Please Check: _____ House 2

As a school, all stakeholders agree to: Be Responsible, Respectful, Ready to Learn

**Escola de Elizabeth Baldwin
Compromisso entre a Escola e Casa**

Como uma equipa energética e coesa, nossa expectativa e a nossa missão, é estabelecer um ambiente escolar seguro, inspirar os alunos ao longo da vida, alcançar uma excelência acadêmica, ajudalos a crescerem socialmente e pessoalmente, capacita-los a competir e ter sucesso em um ambiente global. Para isso, vamos implementar as melhores práticas educacionais para conseguirem

NOME DA CRIANÇA: _____

GRAU: _____

_____ PROFESSORA DA CLASSE:

_____ NÚMERO DA

SALA _____ I ENTENDO E CONCORDO COM AS

RESPONSABILIDADES ALISTADAS NO CONTRATO ESCOLA- CASA DA ESCOLA DE BALDWIN.

ASSINATURA DOS PAIS: _____

DATA: _____

Section 3: Data Profile and Needs Assessment

3.1. SCHOOL DATA PROFILE

Instructions: Complete the school data profile below by providing enrollment and demographic data for the current school year and inserting achievement and school climate data for the past several years.

ELIZABETH BALDWIN SCHOOL										
Grades	K-5		# of Admin	3		# of Teachers	48	# of Support Staff	10	
5-Year Enrollment Trend				657						
Student Demographic Breakdown 2016-2017										

% Black	49 %			Hispanic	27%			White	22%	Other	2%	%
% Spec Ed	14%			% Limited Prof	24%							
School Performance Data												
Star Assessments												
		2016-17				2017-18				2018-19		
		%				%	%	%		%	%	%
		All	IEP	LEP		All	IEP	LEP		All	IEP	LEP
Reading	34	Needs to go to the data in depth	Needs to go to the data in depth									
Math	58											
Early Literacy	35											

PARCC Assessments	All	IEP	LEP		All	IE P	LEP		All	IEP	LEP	
Reading	26.7	9.7	18		30.1							
Math	21.3	9.1	11.8		18							
Science Necap Gr 4	10	8	4									
School Climate												
	All	IEP	LEP		All	IE P	LEP		All	IEP	LEP	
Attendance	657	95	155									
% Chronically Absent	16 %	4.5 %	3.6%									
Graduation Rate (H.S)	NA	NA	NA									
Drop Out Rate (H.S)	NA	NA	NA									

3.2. NEEDS ANALYSIS

Instructions: Prior to identify goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. School administrators and teams should carefully analyze school qualitative and quantitative data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, use of time, use of data, culture and climate, and non-academic supports. Summarize the school’s greatest strengths and growth areas and provide specific data points to support the analysis.

Summarize the school’s greatest **strengths**.

SIT

Faculty works together (cross grade level). Collaboration includes: discussion, sharing of ideas, communication

Faculty talk with all students, not just their own students

Faculty is honest – “We know ourselves”

Faculty communicates with parents

Faculty is open to improving themselves – “trying to do better”

We are trying to become part of the community: Christmas baskets, garden, clean-up

Our staff members are great role models - demonstrating hard work ethic

Administrative support at the school level

Students know they are cared about/safe

School wide increase in reading –

School wide increase in mathematics –

School wide increase in writing –

Science proficiency -

PLC’s focus – data analysis

Collaborative culture with shared vision:

504 accommodations

IeP accommodations

Progress Monitoring

Reading, Special Ed, and ELL Support – collaboration with classroom teachers

Social & Emotional Health Instruction & Support

School Wide Behavior Plan

Celebrations**Use of External Resources**

No Bully

COZ After-school Program

The Play (Pawtucket Literacy and Artists for You) Partnership (GAMM Theater)

Backpack Program

Slater Mill Project

Audubon Project

GREAT Program

RI Philharmonic Orchestra Partnership

Pennies for Patients

Pawsox Partnership

RI Dairy Farmers and Kraft’s New England Patriots Grant

City of Pawtucket Photo Contest

School Activities

Title 1 Open House
After School Programs
Title 1 Kindergarten Orientation
Preschool Transition
Middle-School Transition

School Administration

Teachers and administrators use data in making decisions about students
Parental involvement in academics as well as social settings – Family Dance, Success Night, Academic Night
Teachers follow district mandates about testing, curricula, evaluation
Many of our faculty participate in district provided voluntary professional development
Many faculty members seek professional development outside of the realm of the district.
Non-Academic Support: Child Opportunity Zone (COZ) is available to students. This program includes homework time and activity time.
Early School Supervision –Ensuring student safety and extending help to working parents
Partnership with Community and Businesses

Summarize the school’s most significant growth areas.

Academic Achievement

PARCC 2015-16: results indicate that 73 % of students in grades 3-5 are not proficient in ELA and 78 % of students in grades 3-5 are not proficient in Math.

Student Achievement on Science NECAP: results indicate that 91 % of students in 2015-16 Science NECAP are not proficient.

Student achievement data on classroom-based tasks and assessments show that many students are in need of more support and intervention services.

Family and Community Involvement: Attendance in the Friends of Baldwin meetings is very low.
Family members are in need of education, guidance and support to assist their children in academic activities including homework, AR and IXL programs.

Use of Time- Overcoming time constraints

Use of data- Expanding the use of Cycle of Inquiries with Science, Writing, Math and Reading data to deliver effective instruction

All staff members will enforce consistent HIGH academic and behavioral expectations

Academic Support- COZ – Expand homework support and club opportunities

Curriculum and Instruction- Implementation of standards-based curriculum, effective instruction (Critical thinking skills, “Does the answer make sense?” Authentic discussions), and assessments to design relevant, challenging student experiences.
Use of Teaching strategies such as QAR and Closed Reading

SIT

Size of classroom

Need more direct Math support – Provide opportunities for students to explain their work -“Does the answer make sense?”

Need to work on Critical Thinking Skills

Need to improve use of technology

Need to “Raise the bar!” - Let students try to be responsible on their own.

Find ways to help our students with perseverance as they are too quick to give up/not try. We need to find ways to identify how to get them to try.

School Administration

Growth is needed in all academic areas: Reading, Math, Writing, Science, use of technology.

Need to provide opportunities for students to participate in authentic discussion and problem solving. Use of QAR and Closed Reading

Section 4: School Priority Areas and SMART Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school’s most pressing needs and challenges. Please reflect upon school data and the needs analysis in Section 3 to identify a manageable set of priorities to guide the school’s improvement efforts over the next two years. Based on these identified priorities develop 3 or 4 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to and support the district’s vision, mission, and goals.

Step 1: Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

- Improve student achievement in **writing, reading, and mathematics**
- Provide opportunities for increased use of **technology**.
- Reduce quantity and intensity of **disciplinary** problems
- Improve student achievement for students involved in special education or with LEP status

ELA (Writing and Reading)

PARCC 2015-2016

No. of Students Tested	% Tested	Level 1	Level 2	Level 3	Level 4	Level 5	% of Level 4 and 5
336	100	25.3	24.7	24.1	23.8	2.1	25.9

PARCC 2016-17:

No. of Students Tested	% Tested	Level 1	Level 2	Level 3	Level 4	Level 5	% of Level 4 and 5
	99	18.2	24.5	27.2	29.0	1.2	30.2

Mathematics

PARCC: 2015-2016

No. of Students Tested	% Tested	Level 1	Level 2	Level 3	Level 4	Level 5	% of Level 4 and 5
362	100	23.5	31.8	23.5	18.5	2.8	21.3

PARCC : 2016-17

No. of Students Tested	% Tested	Level 1	Level 2	Level 3	Level 4	Level 5	% of Level 4 and 5
	100	21.9	33.5	26.6	15.5	2.5	18

Technology: Teachers have access to a variety of technology, including Chromebooks, document cameras, projectors, iPads, etc... A priority of the school has been to be certain that this technology is available, used, and integrated within each classroom.

School Attendance

2016-17

2017-18

Students being absent 10% of the school day - 111 out of 657 students or 16.8%

Step 2: SMART Goals

Goal #1: Writing	District strategic alignment:
<p>At Elizabeth Baldwin Elementary School, we will increase student achievement in writing as it is measured by district indicators (i.e. district writing tasks) during the timeframe of this School Improvement Plan 2016- 2018.</p> <p>Specific: Students will improve writing skills and demonstrate proficiency in short and extended responses. Students will write using grade appropriate grammar and conventions.</p> <p>Measurable: We will increase the percent of students who meet or exceed proficiency on district writing tasks by 3% each year.</p> <p>Attainable: This goal is attainable based on school profile data.</p> <p>Relevant: Writing is an essential 21st century skill. Our data illustrates the students’ needs in literary and expository writing.</p> <p>Time Bound: 2016-2018 school years</p>	<ul style="list-style-type: none"> • Teacher and Leader Support • Early Childhood Support • Personalized Learning • Globally Competent Graduates • Informed Instructional Decision-Making • Student-Centered Resource Investment

Goal #2: Reading	District strategic alignment:
<p>At Elizabeth Baldwin Elementary School, we will increase student achievement by 3% per year in reading as it is measured by state, district, and/or school indicators (i.e. PARCC, STAR, QPS, DIBELS, Spelling Inventory, Really Great Reading, etc.).</p> <p>Specific: Students will read proficiently and be able to analyze and interpret a variety of texts. Students will demonstrate their understanding in a variety of ways including verbal, written, and computer-based responses.</p> <p>Measureable: We will increase the percent of students who meet or exceed proficiency on state, district, and school reading assessments by 3% each year.</p> <p>Attainable: This goal is attainable and based on school profile data.</p>	<ul style="list-style-type: none"> • Teacher and Leader Support • Early Childhood Support • Personalized Learning • Globally Competent Graduates • Informed Instructional Decision-Making • Student-Centered Resource Investment

<p>Relevant: Reading is an essential 21st century skill. Our data illustrates the students' needs in all areas of reading, including phonology, phonics, vocabulary, fluency, and comprehension, in all literary and expository genres.</p> <p>Time Bound: 2016-2018 school years</p>	
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Goal #3: Mathematics	District strategic alignment
<p>At Elizabeth Baldwin Elementary School, we will increase student achievement by 3% per year in mathematics as it is measured by state, district, and/or school indicators (i.e. PARCC, STAR, district assessments, fact fluency assessments, etc.).</p> <p>Specific: Students will increase their proficiency in mathematics, including computation and problem solving. Students will demonstrate their conceptual understanding in a variety of ways including verbal, written, and computer-based responses.</p> <p>Measureable: We will increase the percentage of students who meet or exceed proficiency on state, district, and local mathematics assessments by 3%.</p> <p>Attainable: This goal is attainable based on school profile data</p> <p>Relevant: Mathematics is an essential 21st century skill. Our data illustrates the students' needs in all areas of mathematics, including computation, fluency, and problem solving.</p> <p>Time Bound: 2016-2018 school years</p>	<ul style="list-style-type: none"> • Teacher and Leader Support • Early Childhood Support • Personalized Learning • Globally Competent Graduates • Informed Instructional Decision-Making • Student-Centered Resource Investment

Goal #4: Technology	District strategic alignment:
<p>At Elizabeth Baldwin Elementary School, we will increase opportunities for students, staff, and parents to use technology during the timeframe of this School Improvement Plan 2016- 2018.</p> <p>Specific: Students, teachers, and parents will increase proficiency in the use of</p>	<ul style="list-style-type: none"> • Teacher and Leader Support • Early Childhood Support • Personalized Learning • Globally Competent Graduates • Informed Instructional

<p>technology.</p> <p>Measurable: 100% of classrooms will utilize a variety of technologies (e.g. Chromebooks, iPads, document cameras, projectors, etc.).</p> <p>Attainable: This goal is attainable based on school profile data.</p> <p>Relevant: Technological proficiency is an essential 21st century skill. Through district initiatives, our students and teachers now have the tools and greater opportunities to utilize technologies in lessons and classwork. Through parent nights and other presentations, this technology is utilized and modeled for the parents.</p> <p>Time Bound: 2016-2018 school years</p>	<p>Decision-Making</p> <ul style="list-style-type: none"> • Student-Centered Resource Investment
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Goal #5: Behavior	District strategic alignment:
<p>At Elizabeth Baldwin Elementary School, we will reduce the quantity and intensity of disruptive student behaviors by 10% per year.</p> <p>Specific: Students will follow the schoolwide behavioral expectations in all areas of the building. They will show that they are respectful, responsible, and ready to learn throughout the day.</p> <p>Measureable: We will decrease the number of students referred for discipline in Skyward by 10% per year.</p> <p>Attainable:</p> <p>Relevant: Self-monitoring and regulation of emotion are essential 21st century skills. Our data illustrates the students' needs in all areas of appropriate behavior, including disruptions, insubordination, safety, etc.</p> <p>Time Bound: 2016-2018 school years</p>	<ul style="list-style-type: none"> • Teacher and Leader Support • Early Childhood Support • Personalized Learning • Globally Competent Graduates • Informed Instructional Decision-Making • Student-Centered Resource Investment

Section 5: School Improvement Strategies and Implementation Timeline

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school’s SMART goals identified in Section 4. Select strategies that are transformative, actionable, and student-centered. Complete the strategic planning process outlined below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

Goal #1: Writing						
At Elizabeth Baldwin Elementary School, we will increase student achievement by 3% in writing as it is measured by district indicators (i.e. district writing tasks).						
Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.						
All teachers will incorporate writing across the curriculum using lessons that align with CCSS and other standards. Our teachers will collaborate to identify student strengths and needs in the various genres of writing in order to help the students achieve proficiency.						
Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-18		
				Evidence	Evidence	Evidence
1.1 All classes (including Science, Math, Library, Art, Music, Health, and P.E.) will incorporate a variety of writing opportunities in all literary and expository genres.	Local		Lesson plans, observations, common scored student writing	/	/	/
1.2 Teachers and students will use graphic organizers and other district provided materials (i.e. “Being a Writer” program, district scope and sequence, etc.)	Local		Lesson plans, student work samples	/	/	/
1.3 Teachers will help students to utilize student-friendly			Student writing samples,	/	/	/

success criteria, checklists, and rubrics for all genres of writing.			principal walk-throughs, teacher observations			
1.4 Students will use grade appropriate grammar and conventions in their finalized work.			Student work samples	/	/	/
1.5 Teachers will participate in CPT in order to analyze and score student work from the district writing tasks and other work samples.	Local		CPT meeting notes/agendas, common scored student writing	/	/	/
1.6 Teachers will participate in targeted professional development by district literacy staff.	Title 2		PD agendas and attendance	/	/	/
1.7 2 nd – 5 th grade teachers will collaborate during CPT on the planning and implementation of the “Being a Writer” program.	Local		CPT meeting notes/agendas	/	/	/
1.8 Parents will participate in an ELA Family Night highlighting student presentation of their writing, the CCSS, and information about the writing process and genres.	Local		Parent attendance documents	/	/	/

Goal #2: Reading

At Elizabeth Baldwin Elementary School, we will increase student achievement by 3% in reading as it is measured by state, district, and/or school indicators (i.e. PARCC, STAR, QPS, DIBELS, Spelling Inventory, Really Great Reading, etc.).

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.

All teachers will incorporate reading across the curriculum using lessons that align with CCSS and other standards. Our teachers will collaborate to identify student strengths and needs in the various areas of reading (including phonology,

phonics, vocabulary, fluency, and comprehension, in all literary and expository genres) in order to help the students achieve proficiency.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-18		
				T1	T2	T3
2.1 All classes (including Science, Math, Library, Art, Music, Health, and P.E.) will incorporate a variety of reading opportunities in all literary and expository genres.	Local and Title 1		Lesson plans, observations	✓	✓	✓
2.2 Teachers will use research-based strategies including phoneme grapheme mapping, word building, syllable work etc. to address and monitor students' phonological and phonics needs.	Local and Title 1		Lesson plans, observations	✓	✓	✓
2.3 Teachers will use fluency drills to address and monitor students' fluency needs.	Local and Title 1		Lesson plans, observations			
2.4 Teachers will use higher order questioning, close reading, note-taking, summarizing, etc. to promote student comprehension and accountable talk using texts from multiple genres.	Local and Title 1		Lesson plans, observations			
2.5 Teachers will use Isabel Beck's Elements of Reading program (especially with ELLs and other students in need of language development) to address vocabulary needs.	Title 3		Lesson plans, observations	✓	✓	✓
2.6 Teachers and students will utilize technology in reading (i.e. Superkids, starfall.com, iPad apps, Accelerated Reader, National Geographic Kids, etc.).	School, local and Title 1, Title 3, IDEA,		Lesson plans, observations	✓	✓	✓
2.7 Teachers will encourage students to use the Accelerated Reader program; administrators will reward students for accomplishments.			Bi-weekly AR reports	✓	✓	✓
2.8 Teachers will collaborate during CPT and use multiple	Local and Title 1		CPT agenda/notes,	✓	✓	✓

sources of data (i.e. PARCC, STAR, QPS, DIBELS, etc.) to identify student needs and develop instructional plans to address these needs within whole class and/or intervention groups.			data wall			
2.9 Students will read books during the summer. (The quantity and difficulty of books are based on student's grade level and ability.)			Completion of summer work packet	✓	✓	✓
2.10 Parents, teacher, and students will participate in an ELA Family Night highlighting student presentation of reading activities, the CCSS, and information about reading and genres. Parents will be provided with activities in order to foster literacy at home.			Parent attendance documents	✓	✓	✓

Goal #3: Mathematics

At Elizabeth Baldwin Elementary School, we will increase student achievement by 3% per year in mathematics as it is measured by state, district, and/or school indicators (i.e. PARCC, STAR, district assessments, fact fluency assessments, etc.).

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

All teachers will incorporate mathematics across the curriculum using lessons that align with CCSS and other standards. Our teachers will collaborate to identify student strengths and needs in the various areas of mathematics in order to help the students achieve proficiency.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-18		
				T1	T2	T3
3.1. All classes (including Science, ELA, Library, Art, Music, Health, and P.E.) will incorporate a variety of opportunities to use mathematics.	Local and Title 1		Lesson plans, observations	✓	✓	✓
3.2 Teachers will use a variety of strategies including manipulatives, diagrams, and hands-on			Lesson plans, observations	✓	✓	✓

experiences to address and monitor students' needs.						
3.3 Teachers will use fluency drills to address and monitor students' fluency needs.			Lesson plans, observations	✓	✓	✓
3.4 Teachers will integrate technology use into mathematics lessons (i.e. IXL, Fact Masters, Xtramath, Starfall, Zearn, etc.)	School, Local , Title 1, IDEA		Lesson plans, observations	✓	✓	✓
3.5 Teachers will encourage and provide opportunities for students to use the IXL online math problem. Students will be encouraged to also use the program outside of school. Administrators will reward students for accomplishments.			Bi-weekly IXL reports	✓	✓	✓
3.6 Teachers will collaborate during CPT and use multiple sources of data (i.e. PARCC, STAR, fact fluency assessments, district/school formative and summative assessments etc.) to identify student needs and develop instructional plans to address these needs within whole class and/or intervention groups.	Local and Title 1		Lesson plans, observations	✓	✓	✓
3.7 Teachers will provide mathematics intervention to students who are lacking proficiency, including computation and problem solving.	Local, Title 1 and Title 3		Lesson plans, observations	✓	✓	✓
3.8 Students will practice math skills during the summer. (The quantity and difficulty of work is based on student's grade level and ability.)			Completion of summer work packet	✓	✓	✓

3.9 Parents will participate in a Math Family Night highlighting student presentation of math activities and the CCSS. Parents will be provided with activities in order to foster math literacy at home.			Parent attendance documents, parent surveys	✓	✓	✓
3.10 Parents will be encouraged to foster the use of online technology, including IXL, Zearn, and Great Minds Eureka Parent Helper.			Parent attendance documents, parent surveys	✓	✓	✓

OPTIONAL Goal #4: Technology

At Elizabeth Baldwin Elementary School, we will increase opportunities for students, staff, and parents to use technology.

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.

All teachers will incorporate technology across the curriculum using lessons that align with CCSS and other standards. Our teachers will instruct students in the proper use of technology and guide them in the use of new programs.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-18		
				T1	T2	T3
4.1 All classes (including Writing, Science, Math, Library, Art, Music, Health, and P.E.) will incorporate a variety of technologies into the curriculum. Teachers will guide students through using various google apps and other software or online programs.	School, Local , Title 1, IDEA		Lesson plans, observations	✓	✓	✓

4.2 Students will be provided with opportunities to utilize technology in preparation for state assessment.			Lesson plans, observations	/	/	/
4.3 Teachers will integrate technology into reading lessons (e.g. SuperKids, Starfall.com, iPad apps, Accelerated Reader, National Geographic Kids, etc.)	School, Local , Title 1, IDEA		Lesson plans, observations	/	/	/
4.4 Teachers will integrate technology into mathematics lessons (e.g. IXL, fact masters, Xtra Math, Zearn, etc.).	School, Local , Title 1, IDEA		Lesson plans, observations	/	/	/
4.5 Baldwin staff will participate in district provided professional development in the use of new technologies.	School, Local , Title 1, IDEA		Attendance reports	/	/	/
4.6 Parents will participate in school-sponsored events during which technology is modeled and used by staff and students.	Local		Parent attendance documents, parent surveys	/	/	/
4.7 Administrators and teachers will use Skyward to report and track discipline concerns.	Local		Skyward reports	/	/	/

Goal #5: Behavior

At Elizabeth Baldwin Elementary School, we will reduce the quantity and intensity of disruptive student behaviors by 10% per year.

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.

All teachers will incorporate school-wide behavior expectations and initiatives across the curriculum. Our teachers will collaborate to address strengths and needs in social-emotional learning, self-regulation, and behavior throughout the day in order to help our school become a responsible learning environment.

Strategies: Identify a core set of strategies to achieve this goal.	Funding: If the strategy requires funding identify source: local or Title I	ESEA Waiver Intervention: (If applicable)	Performance Metric: Identify an indicator for each strategy.	2016-18		
				T1	T2	T3
5.1 All classes (including Library, Art, Music, Health, and P.E.) will incorporate a variety of behavior management strategies (i.e. PBIS, behavior charts, etc.) and instruction, including MTSS created behavior lesson plans.			Lesson plans, observations	/	/	/
5.2 Administrators, teachers, and staff will use research-based techniques and/or programs to ensure consistent, appropriate student behavior throughout the building and day.			MTSS initiatives, observations	/	/	/
5.3. Teachers will teach students about and model how to be respectful, responsible, and ready to learn (the			Lesson plans, observations	/	/	/

<p>3 Rs) throughout the building and day. Administrators, teachers, and staff will use the schoolwide behavior matrix to pre-teach, reteach, reinforce, and remind students about appropriate conduct throughout the year.</p>						
<p>5.4 Teachers and students will create class behavior expectations in all classes (including Library, Art, Music, Health, P.E., and small group settings). Expectations will be written with positive, student-friendly language.</p>			Observations			
<p>5.5. Administrators, teachers, and staff will reward students for demonstrating appropriate behaviors in all classes and areas of the school.</p>			MTSS initiatives			
<p>5.6 Students will exhibit consistent, age-appropriate behavior based on the 3 Rs.</p>			Observations, Skyward data	!	!	!
<p>5.7 Administrators,</p>			MTSS initiatives and meeting	!	!	!

<p>teachers, and staff will provide students who struggle to meet the behavior expectations with a variety of strategies and programs to help them improve their conduct (including, Check-in/Check-out, lunch bunch, etc.).</p>			<p>minutes, RTI meeting notes</p>			
<p>5.8 Administrators will promote the 3 Rs and participate in other school initiatives throughout the school, each day and for the whole year (e.g. morning announcements, walk-throughs, rewards, assemblies, etc.).</p>			<p>Observations, MTSS initiatives</p>			
<p>5.9 Administrators and teachers will communicate with parents about the schoolwide behavior expectations and their child's conduct in school.</p>			<p>Open House, newsletters</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>5.10 Parents will participate in school-sponsored events and meetings (i.e. Open House,</p>			<p>Parent attendance documents, parent surveys</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

parent-teacher conferences, etc.) during which the 3 Rs are explained, reinforced, demonstrated, and discussed.						
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Component 2- Students who need help are given the opportunity to attend summer school for math and reading.

Component 3- Highly Qualified Teachers - All Classroom Teachers, Special Educators, and Support Personnel are highly qualified.

Edna P. Coia, Principal

Matthew Bergeron	House 1 Housemaster	Lisa Schultz	House 2 Housemaster
House ONE -14	Room Number/Teacher	House TWO- 18	Room Number/Teacher
Portuguese Teacher	Alcidia Silva - K-2		
KINDERGARTEN -2		KINDERGARTEN -3	
K EL	3 Kathleen Bibeault	K EL/COLLABORATIVE	19 Kasey Murray/Ashley Farrell
K EL	4 Maria Raspallo	K REGULAR	23 Helene Dion-Dufresne
		K REGULAR	24 Whitney Goduto
GRADE ONE - 2		GRADE ONE - 3	
1 EL	34 Wendy Lapuc	1 EL	29 Jennifer Nachbar
1 REGULAR	33 Kerri Mendez	1 COLLABORATIVE	26 Melissa Anatone/Melissa Caraballo

		1 REGULAR	27 Diane Treichler
GRADE TWO - 3		GRADE TWO -3	
2-EL	36 Samantha Stringfellow	2 EL/COLLABORATIVE	18 Ashlee Hudson(Whitehead)/Elizabeth McLellan
2 EL	35 Kristen Marshall	2 REGULAR	30 Kelly Savickas
2 REGULAR	8 Jacqueline Gallishaw	2 REGULAR	31 Ann Toole
GRADE THREE- 3		GRADE THREE- 3	
3-EL	5 Emily Oliveira	3-EL	20 Karen Tremblay
3-EL	7 Catherine Howard	3-COLLABORATIVE	22 Julie Kollie/Michelle Gorman
3-REGULAR	6 Taryn Hume	3-REGULAR	21 Janet Desrosiers
GRADE FOUR- 2		GRADE FOUR- 2	
4-EL	11 Rosemary Cardoza	4-EL/COLLABORATIVE	17 Allison Mowrer/Patricia Gingras
4-REGULAR	12 Erin Rianna	4-EL	15 Samantha McBurney
GRADE 5 - 2		GRADE 5 - 3	
5 EL	10 Stephanie White	5 EL	13 Krystal Vento
5 REGULAR	9 Elizabeth Metfooney	5 COLLABORATIVE	14 Catherine Rahill/Casey Trudeau
		5 REGULAR	16 Matthew Sciotti
		Self-Contained	25 Stacey Franca
		Grades K-5 Special Educator	Alyssa Kraft
Gregory Clark	PE/Health Pod 1		
Shannen Pelletier	PE/Health Pod 2		
Pauline Bonin	Art		
Joanne Stanley	Art- Monday and		

	Tuesday		
Alyssa Marzilli	Library		
Camille Nixon	Library - Thursday		
Hannah Loeb	Music		
Lydell Hall	Music-Wednesday		
Wendy J'zen	Music- Thursday		
Michelle Botelho	Art/PE/Health- Tuesday and Wednesday		
Dorothy Ramos	Teacher Assistant		
Leona Kulacz	Teacher Assistant		
Tamara Fusaro	Teacher Assistant		
Yajaira Paulino	Teacher Assistant		
Amy Herlihy	Speech Pathologist		
Colette O'Brien	OT		
Pamela Cavros	DPT		
Kyle Turcotte	Psychologist		
Kylla Kalimullah	Social Worker		
Dorothy Poirier	Social Worker		
Tarrah Parkman	Social Worker		
Susan Bagaglia	School Nurse		
Susan Pirzynski	Reading specialist		
Wendy Riordan	Reading specialist		
Jeff Toth	ESL resource		
Jimy Hernandez	Custodian		
Nelson Castrillon	Custodian		
Edward Parker	Custodian		

Dalia Perry	School Clerk		
Elaine Cintron	School Clerk		

Component 4 - High-quality and ongoing professional development for principals, teachers, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State’s academic achievement standards.

- Teachers collaborate with their grade level PLC teams, district curriculum director, administrators, and teacher leaders during their planning and on scheduled planning days to ensure that instruction for our most at-risk students is consistent.
- Teachers join academic committees to analyze data in all subject areas to determine best strategies for interventions for our most at-risk students.
- Non-academic teams are also formed to help the school community in improving student behavior and encourage positive characteristics.
- Professional development days are used to support the continuous learning process. The focus for professional learning days is to improve the quality of differentiated instruction, gain a greater understanding of Common Core State Standards and use data for decision-making about needed student interventions.
- Regular faculty, team, grade level, and leadership meetings are held to ensure dissemination of information about federal, state, district, and school initiatives and coordination.
- Teachers participate in professional development activities regarding the use of academic assessments to enable them to provide information on and to improve the achievement of individual students and the overall instructional program in the following ways:
 - a. Teachers meet regularly to analyze data from PARCC, STAR and local common assessments. The data is used to identify students who need additional instruction, differentiated strategies, or specific interventions. Teachers provide effective feedback to students and students also participate in tracking their own data.
 - b. Teachers use a variety of formative and summative assessments to evaluate students before, during, and after instruction.

c. Parents are invited to workshop sessions where they are provided information regarding standards and instructional practices.

Component 5 -Strategies to Attract Highly Qualified Teachers

- We provide instruction by highly qualified teachers who meet the standards established by the state of Rhode Island. Our School District provides new teacher orientation prior to the beginning of a new school year and an on-going new teacher induction program for new teachers with appropriate mentors. Teachers meet with PLCs during a specific time each week for members of grade level teams to plan and collaborate. Teacher Leaders for each grade span – K-2 and 3-5 provide curriculum support from local and district level. We welcome students in teaching colleges to come to Baldwin for field experiences, practicum, and student teaching.

Component 6- Increase Parent Involvement

- Parents are starting to get involved in the planning, review, and improvement of our school improvement plan. Parents currently serve on the SIT with our school-wide leadership team where the plan is written, revised, shared, and discussed. The plan is posted on our school website and presented to parents at the Friends of Baldwin (FOB) meeting where recommendations can be made for its improvement.

- We have developed a parent involvement policy (see attached) that includes strategies to increase parental involvement. Parents and community members are encouraged and welcomed to participate and volunteer at Baldwin Elementary School in a variety of ways. Our parent and community volunteers are involved with many activities associated with the school, including Parent Orientation for K-2, Parent Presentations of Superkids Curriculum (grade K-2), and Academic Nights. These activities create opportunities for parents to network with other parents and discuss opportunities for student success. Additionally,
- The Friends of Baldwin organizes a variety of school related activities that include: Family Bingo, Family Movie Nights, student field trips, and Open House.

Component 7 -Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

- Parent Information Meeting for Incoming Kindergarten Students - parents and prospective students attend an informational meeting in June. The meeting provides parents with information about our kindergarten program. Additionally, packets are distributed to parents that include fun learning activities for their children to work on over the summer.
- COZ – Children Opportunity Zone – incoming kindergarten students have the opportunity to attend a 2 ½ hour session, 5 days a week for two weeks during the summer. This provides

students with instruction and activities to prepare them for kindergarten in the fall. This is funded by Federal Title 1 grants received by COZ.

- Kindergarten Screenings and Orientation – students attend a screening in the fall in order to determine their baseline knowledge of skills. Parents and students attend a kindergarten orientation where they will be provided with all pertinent information about the school and the kindergarten curriculum.

Component 8- Baldwin Elementary School is a school with a shared vision and governance.

- Teachers have opportunities to be involved with most of the decision making. Most teachers are actively involved in one or more of the many school and district committees (School Improvement, Math Committee, Science Committee, ELA Committee, Awards and Recognition Committee, Home-School Connection Committee, Playworks! Committee, No Bully Committee, RTI, Special Ed and IEP Team, MTSS Team, Friends of Baldwin, etc.).
- Teachers are deeply engaged in the ongoing process of collecting and reviewing data at their PLC team meetings as well as individually. Student work and assessments are analyzed both individually and collectively. This information is used to determine research-based strategies that can be used to guide instruction and support the improvement of individual performances.

Component 9 -Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance-

- To ensure student difficulties are identified on a timely basis, regular RTI meetings are scheduled in advance and also scheduled as needed. Teachers who have concerns about struggling students (whether academic, behavioral, or social/emotional) meet with the team. The team identifies specific strategies to be implemented to meet areas of weakness. After a given period of time, follow-up assessments are given to see if students have mastered the targeted skill or have benefited from the intervention. Interventions and strategies are documented through Response to Intervention Process (RTI). There are many opportunities for parents to be involved in the process of identifying and supporting struggling learners.
- Newsletters are distributed that discuss the curriculum being covered with ways to support their children. Parents of struggling learners receive updates through a communication folder, phone calls, progress reports, behavior rubric, and report cards. Parents are provided with strategies to support their child with their learning at home.
- Parents are invited to attend scheduled conferences twice a year. During these conferences, the student's current performance and the results from standardized tests are explained to parents. Additional strategies and resources for remediation or enrichment are also discussed.

- Mid-trimester progress reports are sent home three times a year with a completed behavior rubric. Report cards are also sent home three times each year. Written communication is sent home and phone calls are made as needed. The school also has an open door policy where parents can come and meet with school administrators. Parents are encouraged to come in and request a meeting or conference at any needed time. Translation services are available as needed.

Component 10- Coordination and integration of Federal, State, and local services and programs (funding)

- Baldwin School coordinates with a variety of federal, state, and local services and programs to inform, educate, and assist students and families. (Embedded in funding section of action plans). The following provisions will be made so that state and local assessment data is made available to the public: Friends of Baldwin meetings, school website, and monthly principal letters.

The following provisions will be made so that state and local assessment data is made available to the public:

- Friends of Baldwin Meetings
- School website
- Newsletters
- Needs Assessment
- Review of Schoolwide Title I Plan
- Parent Open House - Title I Information

PART 4: REQUIREMENT CHECKLISTS

Title I School-wide Program Checklist

Instructions: Complete the Title I School-wide Program checklist to ensure that the school's SIP meets the federal Title I requirements. A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

- ✓ **Component 1:** School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
- ✓ **Component 2:** Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations.
- ✓ **Component 3:** Instruction by highly qualified teachers
- ✓ **Component 4:** High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State's academic achievement standards.
- ✓ **Component 5:** Strategies to attract highly qualified teachers to high-need schools
- ✓ **Component 6:** Strategies to increase parental involvement
- ✓ **Component 7:** Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- ✓ **Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program

- ✓ **Component 9:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis

- ✓ **Component 10:** Coordination and integration of Federal, State, and local services and programs

SIG Transformation Element Requirement Checklist

Instructions: Complete the SIG Transformation Element Requirement Checklist to ensure that the school's SIP meets federal School Improvement Grant (SIG) element requirements under the Transformation model.

- Strategies for teacher and leader effectiveness
- Strategies for comprehensive instructional reform
- Strategies for increased learning time and community oriented schools
- Strategies for operational flexibility and sustained support

Elizabeth Baldwin Elementary School

Pawtucket, Rhode Island



Parent Involvement Policy and Informational Handbook 2017-19

Revised July 2017

The Elizabeth Baldwin Elementary School recognizes that parent and family involvement is essential to educating our students and preparing them for life-long learning. Schools, families, and the community must all be actively involved in developing strong programs and policies that support the academic success of every student in the Pawtucket Public Schools.

To this end, the Elizabeth Baldwin Elementary School will strive to involve parents and family members of children of all ages and grade levels by developing and implementing systemic and school-based strategies and programs based on the following National PTA standards, indicators and suggested activities for successful parent/family involvement programs:

Communication between home and school is regular, two-way, and meaningful

Use a variety of communication tools on a regular basis seeking to facilitate two-way interaction.

- ◆ Ongoing Newsletters – paper and posted on teacher website weekly/monthly
- ◆ Student planners in grades 3-5 and communication folders in K-2 daily, weekly
- ◆ District/School calendars on line and paper hand out
- ◆ Signage outside school updated monthly
- ◆ Ongoing Informational newsletters weekly/monthly
- ◆ Incoming Kindergarten Orientation – June 2016- prior to starting Kindergarten
- ◆ Open house – 8/29/16
- ◆ Interpreters (unofficial in building)-District Interpreters as needed for ongoing meetings such as IEP and 504
- ◆ Translations - District and Google translated as needed
- ◆ Phone calls – on going
- ◆ Baldwin Web Page
- ◆ Teacher Web Page
- ◆ Student Progress Reports - Trimester
- ◆ First Day Celebrations 8/30/16
- ◆ Home-School Compacts on Baldwin website
- ◆ School Messenger updates

Establishing opportunities for parents and educators to share partnering information such as students' strengths and learning preferences.

- ◆ Individual student progress reports every trimester
- ◆ Behavior report sent home mid trimester or when needed
- ◆ 8/30/16 First Day
- ◆ 12/15/16 and 3/23/2017- Parent/Teacher conferences; ongoing as needed

- ◆ Assist parents in acquiring techniques to support their students' learning and develop tools to help establish those areas where support is needed such as IEP and 504
- ◆ Weekly folder sent home with corrected work
- ◆ Access to: Xtra Math, IXL Math, Accelerated Reader Program, Star Fall, Superkids, Spelling and Vocabulary shared with parents

Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.

- ◆ ESL permission slip contains information online and handout
- ◆ School/District Web pages online

Provide report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.

- ◆ Progress reports and Behavior Rubrics- Mid- trimester
- ◆ Report Cards - Trimester
- ◆ On-line communication – email communication
- ◆ Parent/ Teacher communication log daily and/or weekly

Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.

- ◆ Vision and Mission Statement displayed in the office and made available on website
- ◆ School Improvement Plans
- ◆ School Report Night
- ◆ Parent Letters- as needed
- ◆ District Website
- ◆ School Messenger- as needed
- ◆ Student Academic Progress – Every trimester
- ◆ Behavior Progress – Mid trimester
- ◆ Home- School Compacts- signed by the parents

Conduct conferences with parents, with follow-up as needed.

- ◆ Each school will demonstrate an effort to reach families that are underrepresented at school conferences due to lack of transportation or child care problems, lack of confidence or time, and/or have limited literacy or limited English language skills.
- ◆ Schedule meetings with families that are convenient and offered at flexible (AM and PM) times.

Encourage immediate contact between parents and teachers when concerns arise.

- ◆ Written Communication/email - on going as needed
- ◆ Phone Calls and text messages- on going as needed
- ◆ Open Door Policy
- ◆ Behavior Report sent home with the Progress Report
- ◆ Parent- Teacher Conferences

On-going or as needed

Distribute student work for parental comment and review on a regular basis.

- ◆ Assignments with scoring criteria
- ◆ Projects with scoring criteria
- ◆ Weekly folder with parent sign off

Translate communications to assist non-English speaking parents.

- ◆ Interpreters and Parent and Community Coordinator
- ◆ Google translation

Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.

- ◆ Student Progress Reports
- ◆ Personal phone call- on-going as needed
- ◆ Written communication – on-going as needed
- ◆ Open House 8/29/16
- ◆ Student planners- ongoing
- ◆ Daily/weekly color chart report
- ◆ Parent Teacher conferences
- ◆ Behavior Rubric

Provide opportunities for parents to communicate with principals and administrative staff.

- ◆ Open Houses 8/28/17
- ◆ Incoming Kindergarten Orientation - June 2016 and opening of school year
- ◆ Phone calls- on going as needed
- ◆ Written Communication
- ◆ Daily Visits
- ◆ Success Night June 2018

Promote informal activities at which parents, staff, and community members can interact.

- ◆ Family Fun Nights – family bingo, dances
- ◆ Academic Nights
- ◆ Success Night
- ◆ ESL Night
- ◆ District Art Show
- ◆ Fall Clean Up
- ◆ Aleida's Garden

- ◆ Fundraisers
- ◆ Field Trips

Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

- ◆ Identify areas where professional development is necessary to help teachers, administrators, and staff to work effectively with families, especially those of culturally diverse backgrounds and special education needs. (AFT – Making Parents Partners)
(Foreign Languages in the school environment)
- ◆ Conducting Parent Series workshop based on the survey given to parents

Parents play an integral role in assisting student learning

Seek and encourage parental participation in decision-making that affects students.

- ◆ Parent/Teacher Conferences
- ◆ IEP& 504 Conferences
- ◆ Social Worker Conferences
- ◆ Special Education Evaluation Team
- ◆ SIT
- ◆ Friends of Baldwin
- ◆ Parent Volunteers
- ◆ Academic Nights
- ◆ Exposure to Science NECAP and PARCC Released Items
- ◆ District Parent Advisory Meeting at Jenks

Inform parents of the expectations for students in each subject at each grade level.

- ◆ Success Night
- ◆ First Day 8/29/17
- ◆ Open Houses 8/29/16
- ◆ Academic Nights – Math, ELA, Science
- ◆ Rubrics sent home with student work
- ◆ Released Items – Science NECAP and PARCC

Provide information regarding how parents can foster learning at home, giving appropriate assistance, monitor homework, and give feedback to teachers.

- ◆ Newsletters
- ◆ Home/School Compact
- ◆ Instructional activities and games
- ◆ IXL Program for Math
- ◆ Accelerated Reader Program for Reading
- ◆ Provide guidelines for how to help students with their homework
- ◆ Interactive homework activities – websites

- ◆ Curriculum (content) related and tutorial websites

Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assignments.

- ◆ Newsletters
- ◆ Written communications
- ◆ Interactive homework activities
- ◆ Use of IXL and AR Programs
- ◆ Games and Exposure to NECAP and PARCC Released Items during Academic Nights

Provide opportunities for parental involvement in setting student goals and in planning for post-secondary education careers.

- ◆ Parent/Teacher Conferences
- ◆ Social Worker Conferences
- ◆ School Psychologist Conferences
- ◆ Inviting Successful Former Students as Role Models
- ◆ Educational Trips or Visits to Colleges and Universities

Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

AFT – Making Parents Partners

AFT - Involving Parents

Parents are welcome in the school, and their support and assistance are encouraged

Encourage office staff greetings, signage near the entrances, and any other interaction with parents to create a climate in which the parents feel valued and welcome.

- ◆ Create and maintain a responsive and welcoming atmosphere for parents and families.
- ◆ Parent/community informational centers.
- ◆ “Hello” in many languages in the foyer
- ◆ Baldwin 3 R's in the hallway
- ◆ Gardens in the front of the school
- ◆ Baldwin Sign

Survey parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty.

- ◆ Friends of Baldwin
- ◆ Special Education Survey
- ◆ School Improvement Team

Encourage parents who are unable to volunteer in the school building the option to help in other ways, at home or place of employment.

- ◆ Involve parents, whenever appropriate, in a variety of instructional and support roles both within as well as outside of the school.

Provide opportunities for those with limited time and resources to participate by addressing child care, transportation, and work schedule needs.

- ◆ Provide child care services
- ◆ Flexible scheduling – FoB meeting time adjusted
- ◆ Before school meetings

Show appreciation for parents' participation, and value their diverse contributions.

- ◆ Acknowledge parental participation
- ◆ Newsletters
- ◆ Web page with parent volunteer photos
- ◆ Thank you notes
- ◆ Phone Calls

Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.

- ◆ CCC Partnership
- ◆ Brown University Doctors

Establish volunteer activities that are meaningful and built on volunteer interests and abilities.

- ◆ CCC partnership
- ◆ Brown University Doctors
- ◆ Activities are well-planned and meaningful

Parenting skills are promoted and supported

Communicate the importance of positive relationships between parents and their children.

- ◆ Inform parents of current research findings pertaining to Parent Involvement and student success during First Day and parent teacher conferences.
- ◆ Assist parents in acquiring techniques to support their student's development socially and academically – Teachers, Administrators, School Psychologists and Social Worker
- ◆ Provide access to and coordinate community and support services for children and families – Administrators, Teachers, Social Worker, School Psychologist and Nurse.
- ◆ Securing the help of Boys Town

Link parents to programs and resources within the community that provide support services to families.

- ◆ Parent and Community Coordinator
- ◆ Pawtucket School Department's Child Opportunity Zones
- ◆ Social Workers
- ◆ Pawtucket Public Library
- ◆ Head Start
- ◆ District ESL classes
- ◆ Gateway Mental Health and Boys Town
- ◆ Providence Center

Support policies that recognize the variety of cultural traditions and religious diversity.

- ◆ Work in breaking down barriers and negative perceptions that stand in the way of education being recognized as a vital part of each child's development into full and productive citizens of the community.

Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.

- ◆ Parent Involvement Center- 286 Main St, Pawtucket RI
- ◆ Child Opportunity Zones
- ◆ School Social Workers
- ◆ School Psychologist

Parents are full partners in the decisions that affect children and families

Provide a process for addressing issues and/or concerns, appealing decisions, and resolving problems.

- ◆ Student Policy and Informational Handbook
- ◆ Work closely with all parent groups (e.g. Friends of Baldwin) in supporting parent and family initiatives that support academic achievement.

Include parents on decision-making and advisory committees, and provide training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel.

- ◆ School Improvement and Action Planning
- ◆ Provide parents with current information regarding curriculum, school policies, practices, and both student and school performance data.
- ◆ Student Policy and Informational Handbook
- ◆ Development of Parent Involvement Policy and Informational Handbook with SIT
- ◆ Annual evaluation of Parent Involvement Policy and Informational Handbook 2016- 2017

Encourage parents to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.

- ◆ School Improvement Teams
- ◆ District Parent Involvement Team
- ◆ Development of Parent Involvement Policy and Informational Handbook
- ◆ Annual evaluation of Parent Involvement Policy and Informational Handbook

Treat parental concerns with respect and demonstrate genuine interest in developing solutions.

- ◆ Invite parents to help create a plan to deal with individual student problems/issues. FBA, IEP meetings, 504 meetings

Promote parent participation on school district, state, and national committees and issues.

- ◆ School Improvement Teams
- ◆ District Parent Involvement Team

What is *Every Student Succeed Act*?

A New Education Law

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

What is a Title I School?

Title I of the Elementary and Secondary Act (ESEA) targets federal funds to high-poverty communities to provide compensatory educational services to low-achieving students. These funds are distributed by a poverty-based formula to approximately 90 percent of the school districts in the nation.

Parent involvement has always been an integral part of Title I. Under the new Law, *No Child Left Behind*, one of the new purposes of Title I is to ensure that funds are used to promote parent involvement. Parents should take full advantage of the opportunities for involvement that the law provides.

Every district receiving Title I money is required to:

- ◆ Develop with parents a written parent involvement policy that is then distributed to parents and made available to the local community.
- ◆ Convene an annual meeting of parents to inform them of the policy and their right to be involved.
- ◆ Offer flexible parent involvement meetings, if necessary, with Title I money to provide child care, transportation, or home visits.
- ◆ Involve parents in an organized and ongoing way in the planning, review, and improvement of school programs.
- ◆ Develop with parents a Home-School Compact that outlines actions to be taken to improve individual student academic achievement.
- ◆ Increase opportunities for parent involvement in the school by helping parents understand academic content standards and state achievement standards and assessments.
- ◆ Provide materials and training for parents, teachers, pupil services personnel, and other staff to foster greater parent involvement.
- ◆ Integrate activities with other programs: Individuals with Disabilities Education Act (IDEA), English as a Second Language (ESL), etc.

Research Findings

(Henderson A. & Berta N: *The Evidence Grows (1981)*;

***The Evidence Continues to Grow (1987)*; and *A Generation of Evidence: The Family is Critical to Student Achievement (1995)*. An analysis of more than 85 studies.**

Parent Involvement and Student Success

- When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' educational level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
- When parents are involved, students exhibit more positive attitudes and behavior.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education.
- Different types of parent /family involvement produce different gains. To have long-lasting gains for students, parental involvement activities must be well-planned, inclusive, and comprehensive.
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children, not only improves, but also can reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.
- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution.
- Student behaviors, such as alcohol use, violence, and antisocial behavior decrease as parental involvement increases.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, fail to develop a working relationship with their child's educators, or keep up with what is happening in their child's school.
- The benefits of involving parents are not confined to the early years; there are significant gains at all ages and grade levels.
- Junior and senior high school students, whose parents remain involved, make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved, on the other hand, are more likely to drop out of school.
- The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to 1) create a home environment that encourages learning; 2) communicate high, yet reasonable expectations for children's achievement and future careers; and 3) become involved in their children's education and in the community.

Parent Involvement and School Quality

- Schools that work well with families have improved teacher morale and higher ratings of teachers by parents
- Schools where parents are involved have more support from families and better reputations from the community.
- School programs that involve parents outperform identical programs without parent and family involvement.
- Schools where children are failing improve dramatically when parents are enabled to become effective partners in their child's education.
- The school's practice to inform and involve parents are strong determinants of whether inner-city parents will be involved with their children's education, family size, marital status, and even student grade level.

Parent Involvement and Program Design

- The more the relationship between parents and educators approaches a comprehensive, well-planned partnership, the higher the student achievement.
- For low income families, programs offering home visits are more successful in involving parents than programs requiring parents to visit the school. However, when the parents become involved at school, their children make even greater gains.
- When parents receive frequent and effective communication from the school or program, their involvement increases, their overall evaluation of educators improves, and their attitudes toward the program are more positive.
- Parents are much more likely to become involved when educators encourage and assist parents in helping their children with their schoolwork.
- Effective programs are lead by a team of administrators, educators, and parents, and have access to financial resources.
- When they are treated as partners and given relevant information by people with whom they are comfortable, parents put into practice the involvement strategies they already know are effective, but have been hesitant to contribute.
- One of the most significant challenges to conducting an effective program is the lack of instruction on parent and family involvement that educators and administrators receive in their professional training.
- Collaboration with families is an essential component of a reform strategy, but it is not a substitute for high-quality education programs or comprehensive school improvement.

SEDL: The National Center for Family and Community Connections with Schools

<http://www.sedl.org/connections/>

[*The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature*](#) (PDF file: 1.3MB) In SEDL's latest review of family involvement literature, *The School-Family Connection: Looking at the Larger Picture, A Review of Current Literature* surveys thirty research reports and meta-analyses published between 2005 and 2008. These studies explore a wide range of family involvement programs, challenges, needs, strategies, and contexts—ways to *get out of the box* and increase school-family connections. This review of the literature provides greater clarity about creating partnerships among schools, families, and community groups. Most importantly, these studies provide insight into the *how* and *why* of programs adopting contextually driven approaches rather than limiting efforts to those activities that are convenient to school staff, time, and facilities. The document contains 1) an overview of new literature, 2) a matrix of the trends across the studies, 3) an explanation of the types of research studies included in the review, and 4) detailed descriptions of each of the included reports.

[*Readiness: School, Family, and Community Connections*](#) (PDF file: 940K) The fourth research synthesis focusing on family and community connections with schools, *Readiness: School, Family, and Community Connections* describes 48 research studies on the contextual factors associated with children's readiness. In particular, this synthesis explores children's abilities as they make the transition to kindergarten, factors

associated with these abilities, and implications of these factors on children's later success. It also discusses the effectiveness of a variety of early childhood or preschool interventions that include a family or community focus.

[Print copies are available](#) from the SEDL Store.

[Diversity: School, Family, and Community Connections](#) (PDF file: 840K) is the third in a series of reports to help local school, community, and family leaders obtain useful research-based information about key educational issues. This synthesis focuses specifically on three categories: race or ethnicity, culture (including language), and socioeconomic status. The report also explores barriers to involvement for minority and low-income families, strategies that have been used to address those barriers, and recommendations that local educational leaders can adapt to address their specific needs. It is based on a review of over 64 studies.

[Print copies are available](#) from the SEDL Store.

[A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement](#) (PDF file: 1.2 MB) This review of the research examines the growing evidence that family and community connections with schools make a difference in student success. It is a synthesis of 51 studies about the impact of family and community involvement on student achievement, and effective strategies to connect schools, families and community. This publication is the second in the series of annual research syntheses by SEDL's National Center for Family & Community Connections with Schools, and the fourth in the series of *Evidence* publications authored or co-authored by Anne T. Henderson. [Print copies are available](#) from the SEDL Store.

[A New Wave of Evidence Key Findings](#) (PDF file: 28k)

This short handout lists the eight key findings from *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. It cites specific studies supporting each key finding, and provides a full reference list for those studies.

[A New Wave of Evidence Family and Community Engagement Self-Assessment](#) (PDF file: 12k)

Developed by Dr. Karen Mapp, co-author of *A New Wave of Evidence* and Lecturer in Education at the Harvard Graduate School of Education, this simple tool can help you assess where your school or school district is in relation to the report's recommendations. It is designed to be used as a supplement to presentations or discussions about *A New Wave of Evidence*.

[Emerging Issues in School, Family, & Community Connections](#) (PDF file: 531K) is the first in a series of research syntheses that will examine key issues in the field of family and community connections with schools. The issues highlighted in this synthesis represent critical areas of work in family and community connections with schools where clarification, agreement, and further development are needed, as well as promising new directions that are emerging. It is based on a review of over 160 publications. You may also view this document in [HTML format](#). [Print copies are available](#) from the SEDL Store.

Ways Families and Communities Can Help Children Succeed in Our Schools

- ◆ Join the School Improvement Team
- ◆ Talk to your child about homework
- ◆ Display student artwork at your workplace
- ◆ Talk with your child about school activities
- ◆ Let your school know you are available to help
- ◆ Organize a parent workshop
- ◆ Take your child to the library
- ◆ Assist and encourage your child in reading; support the Accelerated Reading Program
- ◆ Assist and encourage your child in practicing the IXL Math Program at home
- ◆ Establish daily “quiet time” at home for study
- ◆ Praise your child’s efforts
- ◆ Participate in educational task forces and advisory councils
- ◆ Offer your conference room for teacher meetings or retreats
- ◆ Adopt a school
- ◆ Conduct mock interviews to help students experience the work environment
- ◆ Attend school programs
- ◆ Accompany students on field trips or other extracurricular activities
- ◆ Attend school committee meetings
- ◆ Participate in “Friends of Baldwin”.

For more information contact

Dr. Edna P. Coia
Principal of Elizabeth Baldwin Elementary School
50 Whitman Street
729-6264

OR

Parent and Community Coordinator
Speaks: English and Portuguese
286 Main Street, PO Box 388
729-6330

Public’s Right to Know/Freedom of Information

Public's Right to Know/Freedom of Information KDB
Proposed Amendment

The Pawtucket School Committee recognizes that the free flow of information to the public is essential to a thriving democracy. Accordingly, the Pawtucket School Committee, pursuant to its authority under R.I.G.L. § 38-2-3, promulgates this Policy to ensure compliance with the Access to Public Records Act, R.I.G.L. § 38-2 et seq., in regards to all records held by the Pawtucket School Committee and/or the Pawtucket School Department.

1. All parties seeking access to records held by the Pawtucket School Committee and/or the Pawtucket School Department shall place their requests in writing.

EXCEPTION: No writing is required where the request is for a public document prepared for or readily

available to the public. Public documents which are prepared for or readily available to the public will be provided as expeditiously as possible, usually upon request, but not later than ten (10) business days after receipt of the request, unless an extension of time is prepared pursuant to Paragraph 5.

2. When the request for access to records is required to be placed in writing that written request shall be referred to the Human Resource Director. If the Human Resource Director determines that the requested records fall under the definition of "public records," as provided in R.I.G.L. § 38-2-2, access to the same shall be provided no later than ten (10) business days after receipt of the initial written request, unless an extension of time is prepared pursuant to Paragraph 5.

EXCEPTION: Vacancy of Human Resource Director, all inquiries will be directed to the Superintendent of Schools.

3. If the requesting party wishes to make or receive copies of public records, he or she shall be charged \$.15 per page for photocopies of written documents copy able on common business or legal-sized paper. If said written documents are not copy able on common business or legal-sized paper, the charge will be the actual cost of reproduction. If the party wishes electronic copies of the records, he or she may be charged the reasonable actual cost for providing said electronic records. The party shall also be responsible for costs for search and retrieval of records at the rate of \$15.00 per hour, with the first hour of search and retrieval coming at no charge. Prior to the search/retrieval and/or copying of records, the Human Resource Director shall provide an estimate of said costs, including an itemization of the search/retrieval costs. Said costs shall be pre-paid. If the requesting party desires to receive copies sent by mail that party is responsible for providing a stamped, self-addressed envelope.

EXCEPTION: These provisions will not apply to public documents prepared for or readily available to the public, as described in Paragraph 1.

4. If the Human Resource Director determines that requested records do not fall under the definition of "public records," denial of access shall be communicated to the requesting party in writing within ten (10) business days of receipt of the written request, unless an extension of time is prepared pursuant to Paragraph 5. Said written denial shall state the specific reasons for which access to the requested documents is being denied, and outline the procedures for appealing this decision.

5. If additional time beyond the ten (10) business days from the date of receipt of the initial request is needed to respond, the Human Resource Director shall indicate to the requesting party, in writing, that an extension of time of up to twenty (20) additional business days is necessary, along with the specific reasons for which the extension is necessary.

6. If the Human Resource Director denies access to the requested documents, the requesting party may petition the Superintendent of Schools for review. The Superintendent shall make his or her final determination within ten (10) business days after submission of the petition to review the decision of the Human Resource Director. If the requesting party is dissatisfied with the Superintendent's determination, the party may file a complaint with the Department of the Attorney General, 150 South Main Street, Providence, RI 02903, or the Providence County Superior Court.

First Reading: Approved by SC 6/30/2014

Second Reading: Approved by SC 7/16/14

